DOCUMENT RESUME

ED 039 245 TE 001 842

TITLE	Materials for the Slow Learner, Grades 3-4-5.
INSTITUTION	Brunswick Public Schools, Maine.
REPORT NO	DPSC-67-2989
PUB DATE	[69]
NOTE	32p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.70
DESCRIPTORS	Class Activities, Class Newspapers, Instructional Materials, *Intermediate Grades, *Language Arts, Low Ability Students, Oral Expression, Reading Skills, *Slow Learners, Spelling, *Teaching Techniques, Vocabulary Skills, Writing Skills

ABSTRACT

To aid teachers of slow learners, this document, prepared under an ESEA Title 3 grant, reviews characteristics of low ability students, gives general recommendations for handling them, and suggests the establishment of a class newspaper to stimulate their study of the language arts. Twenty-seven specific teaching problems frequently encountered in grades 3-5 are presented with one or more solutions for each problem. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED039245

Materials for the Slow Learner

Grades 3-4-5

Rural and Coastal Maine English Language Curriculum Group

Brunswick, Maine 04011

TE 001 878

Introduction

Slow Learners - Problems and Solutions

Grades 3-4-5

Characteristics of the Slow Learner

1. Low vocabulary level
2. Spelling difficulties
3. Poor oral communication
4. Lack of perceptual skills
5. Emotional social and physical problems
6. Short interest span
7. Lack of confidence because of failure
8. Bilingual problems
9. Indifference
10. Verbal I. Q. in general range of 80-90
11. Needs to be physically active

A slow learner

1. Forgets quickly
2. Shows little curiosity or creativity

Most slow learners

1. Make poor personal and social adjustment
2. Rejected by peers
3. Require attention because of discipline cases

These children need

1. Academic "success experiences" based on their ability regardless of grade standards, therefore, start him where he can learn.

Try to build

1. Self-confidence by showing interest in him.
2. Recognition of improvement by calling attention to even small successes

Patience, firmness and fairness often pay big dividends in working with slow learners.

Integrated multi-skill

Newspaper

Language Art - encompasses the ability to

1. read
2. write
3. speak
4. listen

} equally important

Practical language activities

1. are meaningful to child
2. provide child opportunities to utilize every segment of his potential communicative skills
3. stimulate creative thought
4. improve child's reading and writing skills

Utilization of a class newspaper gives

1. a purpose for writing (pride in seeing his name in print).
2. a reward or feeling of accomplishment the day the paper is "passed around."
3. interesting reading written on the children's own level (because the articles pertain to them directly and have been written by their classmates)
4. encouragement for the class to work together as a team
5. chance for discussion of daily events in school and in the outside world (leads a child to express himself orally). Discussion and decision on what news is the most important for paper leads to free oral debate.
6. chance for the written word to be criticized by his classmates.
7. chance for questions to be asked to the individual reporters (oral speech).
8. chance for critical listening to reporter's report from each item reported.

For the slower learner -

Problem #1

How to overcome the shyness in oral reports because of uninteresting events in their lives.

Solution #1

Send these pupils by twos to other classrooms, with the teacher informed in advance. These pupils are reporters who are to find things of interest for the newspaper. Upon their return, the other classmates are the audience who listen while the report is given orally. Questions are then asked to the reporters who answer them because of their observance of the activity in another classroom.

Problem #2

To increase a slower learner's ability to listen for a purpose.

Solution #1

Pupils sent as reporters take pencil and paper with them and write notes on what is said. Upon their return, they use the notes in their oral report.

When other reporters give reports, these pupils listen in order to compose a paragraph together on the chalkboard for class use.

Problem #3

How to achieve a feeling of success and importance for slower learners.

Solution #1

Each newspaper prints the name of <u>all</u> pupils in the class as reporters, artists, newspaper boys, or proof readers. There are so many jobs in printing a newspaper that each is very anxious to have a job. Each part is important. Each job requires a varying degree of capability so every child can participate.

Problem #4

How to help a slower learner copy correctly or proof-read what has been written by him.

Solution #1

A newspaper is an excellent device for proof-reading. After the newspaper was taken "off the press" each youngster had

to proof-read page by page before we could put it into paper form. The teacher can "plant mistakes" in the mimeographing. After silent reading, one child can read orally and mistakes can be taken care of - one by one. The slow learners are very quick in catching mistakes such as follows:

> the wrong date, the lack of a capital letter in a proper noun, the lack of a period or other punctuation marks, easy misspelled words, badly formed letters, and wrong names for the captions on the pictures.

Integrated multi-skill

Problem #1

How can a second-third-fourth grade teacher help the shy, slow learner who, because he lacks confidence in his ability to read, will not volunteer to read out loud to the class. The child we speak of has now learned to read but because he did not learn to read when most of the class learned has come to feel that he cannot participate in class work.

Solution #1

Pantomime. The use of pantomime is very effective for a shy, slow learner in sentence formation and meanings of a sentence or words in a sentence. We used this form of teaching this week for subjects and verbs. Even the child who does not like to talk will volunteer for pantomime.

Solution #2

Tape Recording. We used tape recording this week for the awareness of punctuation marks (. , ? !). We used the poem "March" by Mildred Evans.

March

The wind is blowing round the house.
It's blowing, blowing, blowing.
The big trees shake and bow and bend.
It's snowing, snowing, snowing.
But on the bushes, little buds
Are growing, growing, growing.
I saw a robin! Wintertime
Is going, going, going!

I found the slower learners would volunteer to use the tape recorder and do it much better than speaking directly to the group.

Problem #2

How can the second, third, or fourth grade teacher help the youngster who reads haltingly enjoy a poem or story. This child can puzzle out a text but it takes so much effort that he never enjoys the poem or story as literature with the result that he never does enjoy reading.

Solution #1

A taped lesson for slow learners to be used while the rest of the class have a lesson from their text. This requires a tape recorder with 4-6 headsets.

The poem, "Mice", was used. It was read twice for listening. Before it was read again, the children were asked to listen for a specific thing--rhyming words. Next it was re-read and the children were asked to listen for words describing the parts of mice--their tails, ears, eyes, chins, etc.

At the end of the taped lesson, the children were given a printed copy of the poem. They were able to read the poem quite fluently and with understanding and expression.

Problem #3

How can we build power to concentrate and to comprehend.

Solution #1

Pantomime 1-3.

To play you need a set of cards, each with an instruction printed on it. Depending on the ability level of the class, instructions can be simple (e.g., "Touch your shoe") or complex (e.g. "Hop to the bookcase, take a book, walk to the third desk in row one, and put the book down.")

Place the cards face down on the table. A child selects a card, is given a few seconds to read it, and then follows instructions. The class tries to guess the instruction on the basis of the performance.

Good kernel sentences can be used from the English Text early in the year in Grade 3.

It might be well to limit the source and tell the children these are spelling words in "Unit One" or English sentences using words added to our vocabulary on pp. 15 Roberts 3.

Example:

Simple I moored the toy vessel.

Complex I built a great castle. First, I put up the pillars or posts. Then I built the castle. Then I put a tower on top of it. The kings brought presents. They came and went on the orderly steps.

Variation - Review of English sentence ABC order

Pantomime the scrambled sentences on page 15 Roberts English; select one.

Ex. (apple window the lay an near)
(his Dick vessel toy dropped)

Variation - More able pupils could help in building a list of action verbs or phrases to be pantomimed in alphabetical order.

Ex. run, hop, skip, trot, race
clean the window, wash the dishes

To encourage creativity and build confidence and ensure success, check with the performer before his performance.

Problem #4

How can we help the slow learner develop good oral speech.

Solution #1

Each child was given a piece of construction paper. In the center they were to place two circles of the same size. Around these two circles they were to create a picture. Before they started, the children suggested ideas of things that could be made. Many of the slow learners were the first to volunteer. One child with an I.Q. of 84 was the first to respond with the idea of making a face.

After the drawings were completed, each child brought his picture to the front of the room and told about it. For instance, if they had people in their picture, they gave

them names. If it were make-believe, they told what parts were make-believe and what parts were not. Some gave the entire picture a title. One child with an I.Q. of 85 was very proud of his John the Bully". He had used the circles as nostrils of a bull. Another with an I.Q. of 94 created a picture of Mr. Spock, the man on the Star Trek TV program. The children then wrote a small paragraph about their picture. I went around the room to help slow learners put their ideas down by asking them questions about their pictures and helping them with words they wanted to use.

Composition

Problem #5

How can we help a slow learner who tends to be frustrated in efforts at creative writing because of lack of vocabulary skills, although his imagination may be as fully developed as classmates.

Solution #1

Using pictures from an old catalogue, we discuss the possibility of building a story - making believe we are the item pictured. On our first venture, the children choose one of the pictures supplied by teacher. (The next story involved pictures which they supplied.)

The pictures were "studied". The assignment was to "put yourself in its place". What would you feel like? What sort of things might you like or dislike about life as a refrigerator, rug, etc? On practice paper we wrote our story. No limit, but a minimum of three sentences this first time.

While most needed some help with spelling, it was agreed that spelling "wouldn't count" and words I couldn't decipher would be explained the next day. This released most pupils to work on their own. My slower pupils find it almost impossible to "forget spelling" so I made myself available when needed.

Dale's story concerned a TV set. His first attempt was short - "I am a color TV. I am in a color TV. I want on." (3 sentences). The next day several were called upon to reword sentences or decode unusual spelling! These were not all "slow" students so Dale felt no embarrassment when asked to read his story to me. He decided the first two sentences

didn't go together, so changed himself into "the man inside the TV." By asking, "Why?" he was also convinced to enlarge on his last idea. It came out: "I am the man inside the TV. I wish someone would turn me on. I want to see Batman and Robin." Although the paragraph was not "average" by fourth grade standards, it was hung with all the other stories, duly admired, and later read to the class by its proud author.

Problem #6

How to improve capitalization and punctuation skills in grade 5.

Solution #1

Orally discuss short paragraph in any common text. Discuss author's reason for capitals and different punctuation.

Practice copying a short paragraph correctly. Have these first ones proofread for errors before being corrected.

Pupil copies short paragraph which has no capitals or punctuation marks - then places them where needed. A correct form should then be shown. Discuss possibility of different answers being correct.

Mary said John was coming.
Mary said, "John was coming."

Using correct paragraph, copy only capitalized words and tell why each is capitalized.

Write short stories with no capitals or punctuation. Have a friend add these marks. Compare with author's intended meaning.

Letter Writing

Problem #7

The slow learner, although needing drill in written communication, also needs the satisfaction which comes from actual usage.

Solution #1
Business letters

After studying the parts of a business letter and copying several as lessons, we used the address supplied by TV Guide magazine and wrote to our favorite show requesting autographed pictures.

This appealed to my whole class, yet was simple enough for all. The inside address was copied from the board. The letters involved only about three sentences copied from the board.

As answers came back, they were brought in to show. Some children, unfortunately, never heard from the shows which they had written to. Some wrote a second letter to shows which had answered classmates' requests.

Problem #8

How can we help children use capital letters and punctuation.

Solution #1

Use several simple sentences in paragraph form -- (these have no capitals or punctuation.)

Ex: jack came home from school he could not find his dog after looking and calling for several minutes he heard a scratching noise and a bark someone had shut the dog in a closet

This can be class work. Several short paragraphs can be made up for the overhead projector.

Afterward the class can write one correctly from the board.

Solution #2

Play a "one minute story" game. One child will go to the board and begin writing a story. At the end of a minute, he is to stop - even if he is in the middle of a sentence. Then he may call another child to continue at the board for one minute. We can continue this way until several pupils have participated. The last child to write is to end the story in a pleasing manner. Have each child during this time watch the board carefully and be ready if called upon. Each must watch for sentence structure and proof read all that is written. After the story is read aloud, discussion can be over the type of sentences, the capital letters, punctuation, agreement of subjects and verb phrases as well as sequence.

Solution #3

On the board write several sentences in which words have been scrambled. Underline the word which will come first when the sentence is arranged in proper order.

1. likes to Mary ball play
2. after The ran cat me
3. is Today sunny.
4. lawn mow will the Father

After an introduction, the pupils will straighten out the words to make complete sentences. The underlined word will come first when the sentence is correct. Have pupils tell why the underlined word should be first in each sentence (capital letter).

This should first be done orally then have the sentences written on paper by the pupils.

Problem #9

How to help make more meaningful sentences.

Solution #1

Who What When Where (game)

Who	What	When	Where
The boys	trotted	yesterday	on the playground
A baby	ran	last week	down the road
The girl	rode the horse	this morning	in the field
The horse	fell	last night	under the tree
A puppy	can creep	last week	on the floor
An apple	jumped rope	every day	along the path

These words are printed on cards and distributed to the children -
Someone having a "who" card begins by standing at the front of the room holding up his card -
Someone having a "what" card stands next to the first child
Next goes a "where" card and then a "when" -
The class decides whether or not the sentence is a good one -

For written work - Use the phrases listed under who-what, when and where. Put on overhead projector and have children write sentences.

Ex: The boys | rode the horses | along the | path this morning-

A baby can creep on the floor every day-

Problem #10

How can a slower learner tell adjectives from other words.

Objective: Introducing "adjectives" as words which describe.

Procedure: Text (MacMillan) 124-126 in which adjectives are used as words describing nouns.

Solution #1

Oral practice - choose object in room - piano, pencil, etc. and ask for one-word descriptions - (brown, large, wooden, etc.)
Write sentences on board showing 2 possible positions of their adjectives.

"The piano is brown." (at the end of a sentence)
"We have a brown piano." (before a noun)

To reinforce term - use simple pictures (or a certain picture in any textbook) Have children list on paper 6 nouns or objects in the picture, and beside this list a one-word description of each.

Label nouns and adjectives as such.

Problem #11

How can the slow learner use descriptive words in writing a paragraph.

Solution #1

A picture such as two baby kittens sitting on a log was put on the chalktray. They were surrounded by spring flowers. These questions were used to stimulate interest. Can you give us a name? Can you tell us how we feel and what we look like? After a little discussion of the ideas the children had, they began writing. To help some of the slower ones I

made lists of words that could be used in their paragraphs. The list was similar to this:

fluffy	pretty
playful	tiny
colorful	happy
cute	

Examples of childrens' work:

Candy: the two kitten

ones thir was two tiny kitten they were playful. one of the kitten name was fluffy and the other was tluffy. when they were playing they were cute and funny.

George: "The twins"

Once a twin pear of kittens and there names was violet and happyface. So happyface and violet came to a log and so pretty flowers. it was spring the fluffy white and brown.

Eric: "The Pretty kittens"

My name is Dennis. The other kittens name is Darren. We fell sad and like no one loves us. We are setting on a log outdoors the sky is blue and spring flowers are there to. It is pretty outdoors. We can have fun outside.

Problem #12

How can we help a slower learner recognize action words and their meanings.

Solution #1

This is a game using action verbs written on the board, for immediate response with silent action (pantomime) from the children. A child sees the word and shows by his gestures that he understands its meaning.

A group of words is written on the board, such as:

draw	run	jump	hop	skip	twirl	dance
swim	write	eat	skate	sleep	smile	read

The teacher places her hand under each word, pronounces it, and the class repeats it. She may do this two or three times until the group is quite familiar with the words. She

then calls upon various pupils to read the words as she moves her hand under them in a left-to-right direction, until she sees that all the children know them.

Next, a game is started and a child is chosen to be the leader. He selects another person from the group, points to a word on the board, and the chosen pupil immediately translates the word into action. If the player gives the right action, he becomes the leader, takes over the pointer, and calls upon another child.

This game may be developed further to include command adverbs or short sentences. For instance:

Jump up	Jump down	Come here
Run fast	Skip and twirl	You jump down

Creative Writing

Problem #13

How are we to guide a slower learner in creative writing

Solution #1

Step 1

Careful copying of good, written English.

A child should copy a model sentence very carefully after much discussion of the sentence.

My cat ran fast.

Now have the child copy a short model paragraph after a discussion of indentation, capital letters and punctuation, and the main idea.

I have a black cat. His name is Smokey. I feed my cat. He cries when he wants to go out. Smokey likes me.

Step 2

Reading sentences and paragraphs aloud with normal intonation will help. The teacher reads first. The pupil reads it after the teacher. Sentence and paragraph sense can be heard and seen with this exercise. This gives the child an exposure to good oral language which is lacking in many homes of the slower learner.

Step 3

After much of the above steps 1 and 2, the pupil is ready to write on how own. Have the pupil observe closely a model written on the chalkboard. Remind the child to go slowly, to write only a few sentences, and to keep the sentences about the main idea of the paragraph. This first draft can then be revised by the teacher and her pupil together. Now the paragraph can be carefully recopied.

Step 4

Show the pupil success in his work by putting the final results on the bulletin board.

Slower learners need to experience success.

Stress slow, careful, neat and successful work.

Solution #2

Give each child a large picture of an animal (make-believe as well as real). Have them finish the picture and create a story from it.

As a help to the slow learner you can put a title at the top of the picture. Also, give them a list of questions such as these to help them write their story.

1. What is the name of your animal?

2. What does he look like?

3. What can he do for others?

4. Is he fun to be with?

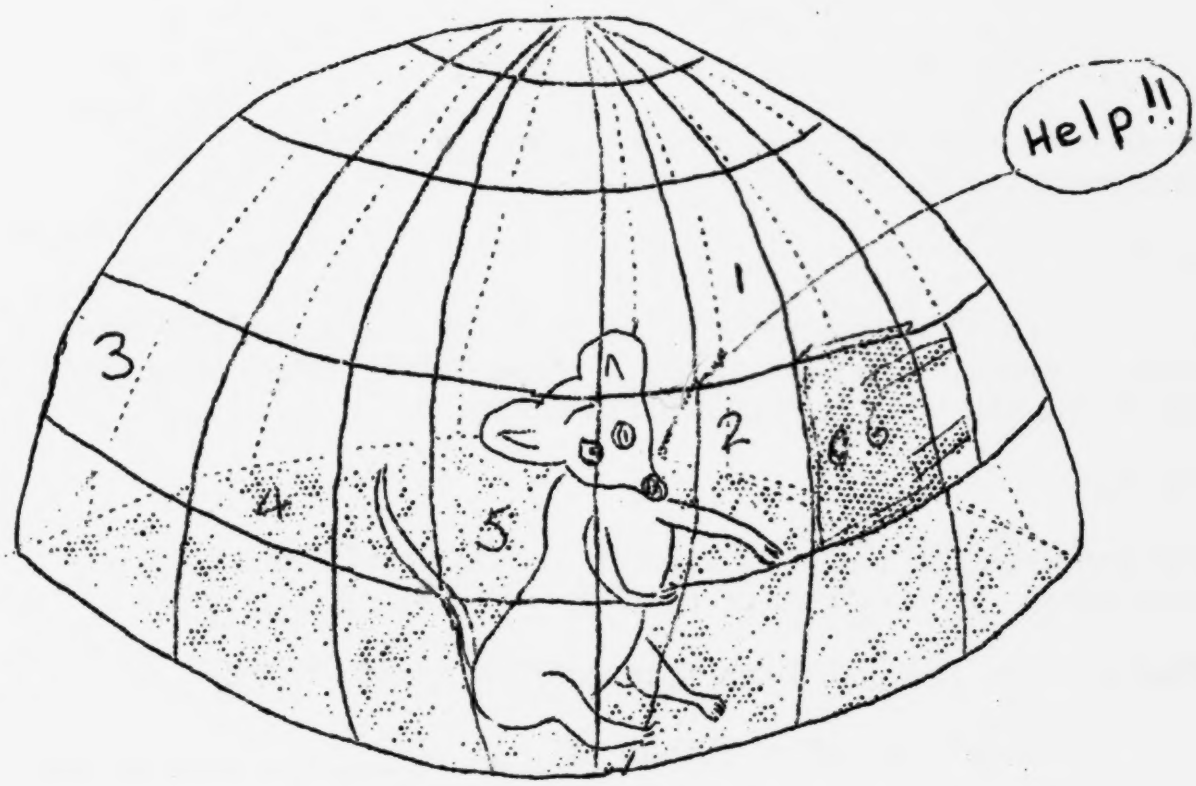
All the children became very excited over this because I said they could keep their animal a secret. It was a very successful lesson as far as stimulating interest and wanting to create.

Problem #14

How are we to guide a slower learner in good sentence and paragraph structure.

Solution #1

"This Mouse Caught in a Mouse Trap" game can be used first with sentences and then for a paragraph.



"I'm caught! Please help me get out!"

The following words are placed on the chalk board.

1. A	2. big	4. cat
6. mice	5. eats	3. black

The pupil can help the poor mouse by orally finding the words that correspond to the numerals in notation 1 to 6. He has formed a well-structured sentence orally.

Now have him write the sentence going in the same manner to resuce the mouse. By doing this he has written a well-structured sentence. Continue in this manner with many sentences first orally and then written.

Later the same game can be used for paragraphs. Use sentences such as follows:

2. It was in a cage.

4. Suddenly the door of the cage closed.

1. One day a wee mouse smelled cheese.

3. He ran for the food.

6. A good pupil opened the door.

5. The mouse was trapped.

7. The happy mouse was free again.

Be sure to have the paragraph read orally first, then the paragraph can be carefully copied.

Problem #15

To help the slow learner see the need for using capital letters in proper nouns and using a comma between the day of the month and the year in their birth dates.

Solution #1

For Book Week or National Library Week we could write a biography: The Boyhood of John Doe, His First Nine Years

Family Names (We could use this outline on the board)

The full name of my father is _____ _____ _____

The full name of my mother is _____ _____ _____

Directions

Children will need to get the dates of births of all children at home.) "Write the oldest child first and don't forget to put yourself in the correct place."

The Children and Their Birthdays

1. Mary Elizabeth April 4, 1959

2. Jane Ellen December 4, 1961

Follow-up

Children could make portraits to accompany family names. Plan the placing of each member so the picture is well balanced.

Problem #16

To help the slow learner see the need for using capital letters in street addresses.

Solution #1

(Pass to each pupil a class roster, arranged in alphabetical order). "Each of you will write your street address (on each class roster) beside your name."

Street names which individual pupils requested were written on the blackboard. After completing all rosters, each child corrected all words incorrectly spelled on his roster which he's going to add to his autobiography.

Problem #17

How can I (1) improve the slow-learning child's ability to communicate orally and in written work and (2) teach capital letters, punctuation throughout the year?

Solution #1

Various parts of the outline below may be chosen. The completed parts may be saved and put together at the end of the year as:

The Story of My Life
My First Nine Years

Places I Have Lived
My Home
My First Memory
Places I Have Visited (with family - with teacher and class)
Hobbies
What I Do for Fun
My Favorite Friend
My Favorite Grown-up
The Most Exciting Thing That Ever Happened to Me.

Note:

Written work may be accomplished by using more able students to assist the slow learners in composing his thoughts and in spelling.

Slow learners can draw illustrations for each topic. Photographs can be brought from home to be included in the book.

Note:

A diary, a more limited approach to biographical information, may have to be used with the slowest - and the teacher will gain insight into his interests and activities.

Problem #18

How can a third or fourth grade teacher give the slow learners in her classroom a sense of participation and accomplishment in class writing assignments when they are unable to express themselves easily in writing.

The youngster is only a grade or half-grade below the class level. Orally, he can do the assignment but he is not yet ready to write. Leaving him out when the rest of the class is doing a writing assigrment, however, strengthens his feelings of inferiority and leads to his dropping even further behind in class level.

Solution #1 (From Roberts)

Subjects in agreement with verbs was a concept that had been previously taught but now was to be used in original paragraphs by the pupils. The language book had a picture of a mother robin feeding her babies a worm. We went through the procedure of discussion, choice of nouns that could be used in a paragraph concerning the picture, and then action words (berbs) that would tell what someone said was happening in the picture. We listed these words at random on the board--reviewing also the singular and plural of the nouns in agreement--then -s and simple form of the verb. This was given to the entire class. Now I chose 4 of my slower learners: Richard, I.Q. 92; Gloria, I.A. 85; Coreen, I.Q. 80; Ricky, I.Q. 99. These youngsters would not, without help, complete one sentence. I gave them cards as follows.

robin flies	robins fly
worm wiggles	worm wiggle
bird eats	birds eat
mother feeds	mothers feed

I told them that they might find useful phrases on the cards which they might or might not use. These are the paragraphs they wrote with these aids: (I have not corrected spelling.)

Richard: I was a mother robin.
I saw a worm wiggle.
The baby brid eats.
The mother feeds the robin.

Gloria: The bird eats Dinner?
The brids eat Dinner?
The mother feeds the baby? (Why are all written
The mothers feed the baby? sentences questions
The worm wiggles around? to Gloria?)
The worms wiggles around?
The robin flies to get the food?
The robins fly to get the food?

Coreen: Mother feeds the babbies.
Brids eat dinner.
The worms wiggle.
Robins like to fly.

Ricky: Mother bird has babies.
The mothers feed the babies.
She gets worms far her babies.
She likes her babies.

Classroom Seating Plan

Problem #19

How to seat the slow learner in the most advantageous way.

Solution #1

I arrange my pupils in rows seating the less able pupils near the front:

(1) for less distraction between them and the subject matter

(2) so that the teacher can detect confusion, bewilderment, and fear, and can give a little individual help and encouragement during class recitation.

(3) to make learning skills meaningful by oral and written competition; also, to give them courage -

Examples: Oral improving patterns of speech (I can hear the timid one better). I can check written answers at the time made as they do not always perceive them.)

We are having a <u>continuing</u> contest for interaction within the team.

Procedure:

1. Place the number of each row at the top of the blackboard and make a circle for the score below.

   1. 2. 3. 4. 5.

2. I might pick the children sitting in the last three seats of each row for a competition involving new work - just taught.

   Example: To apply the rule: (on p. 151 Roberts) "We always spell /j/ at the end of a word with the letters dge when the sound before the /j/ sound is one of these vowel sounds: /a/, /e/ or /1/. On page 296 a word list of just such words could be studied for a minute and then pupils chosen could write words dictated by the teacher: pledge, badge, age, change, etc. This is great for an English review! Pupils at desks are proofreading for spelling. (Misspelled words receive no score - Roberts stresses correct spelling too.

or 3. I might pick those in the first 3 seats of each row for review work of such things as plural subject and simple form of verb where pupils would write only the verb forms.

   Example: Boys run. They play.

or 4. The whole group might put his subject (p. 153 Subjects and Verbs) under the proper heading. Ind(Indefinite pro.) Personal pro. Plural noun.

No. of Row
Heading

1.

Ind.	Pers.	Plural	Sing.

2.

Ind.	Pers.	Plural	Sing

3.

Ind.	Pers.	Pl.	Sing

4. 5.

Head pupil makes number of his row. When the whole class completes they stand behind one another, take the chalk and eraser as their turn comes to accomplish task speedily.

My board today shows scores

A good indication of need to regroup

1	2	3	4	5
(14)	(26)	(20)	(27)	(28)

We added tally marks for scores earned today and at night some favor (like being the first row dismissed) is granted to the row 5.

Note: One boy who never finishes assignments has shown marked improvement. He preferred not to take a vacant seat - he sits right beside my desk - Amazing!

Results: Noticed in this seating arrangements

1. A development of self-awareness especially in the slow learner - and a willingness to work.
2. It encourages the slow to start promptly or start again if they miss directions.
3. Helps me to hear imprefections in patterns of speech and sounds.
4. The ones in front are available for monitoring for neatness, returning books to shelves at close of lesson, for demonstrating manipulative materials.

Phonology

Problem #20

How to re-enforce the learning of vowel sounds for pupils who show little skill in phonetic analysis.

Solution #1

1. To make each child feel useful and wanted.
2. To build up his self-image by this opportunity for success.
3. To give ear and voice training in applied phonics.
4. To impress on the child the difference between sounds and letters (Some need as much practice in naming vowel sounds as they once had in naming letters of the alphabet.)

Text used:

Roberts English Series (3) page 66, "The Vowel Sound /i/"
Roberts identifies the vowel sounds of fin, man, ten
1. Orally they are called respectively: "ick", "ack", "eck"
2. The written symbols are: lil, lal, lel

Procedure:

Homework Assignment Following the Study of the Vowel Sound "ick".

1. "Find and bring to class pictures cut from old magazines to illustrate the 'ick' sound".
2. "On a separate paper list all the words you know or can find in newspapers, magazines, or dictionary having the 'ick' sound. Be sure each word is spelled correctly. We will call each row of pupils a team."

Follow-Up - next day:

1. Each class member presents each of his pictures calling on classmates to guess what word (with the "ick" sound) each picture shows. The row bringing the largest, good collection wins a score for his team. Later the pictures may be pasted on charts and kept to compare with later ones.
2. Individual word lists are read revealing a wide variety; city, fish, cigarette, Indiana, arithmetic. Each team meets as a group, appoints a secretary, makes a master list being sure to discard duplicates, correcting spelling, and getting every new word from each member. The team having the longest list of correctly spelled words wins a score for his team.

Weeks later:

After teaching text pages 70 and again after 98 /e/, /a/ - the same procedure could be repeated.

Dictionary

Problem #21

How to make the pupil more acquainted with the position of the letters in the alphabet. They need this skill in order to use the dictionary to the best advantage.

Solution #1

A drill called the "Alphabet Train" is excellent for this problem. In advance the teacher can make an engine and a caboose and cut 24 cars for the train. The engine is marked with an A. The caboose with the Z. The other cars are marked with the rest of the letters in the alphabet. The cars are passed to the pupils - some may have one car and others two, according to the number of pupils.

The engine stands in the front of the room and the caboose in the back. The pupil who has the B. car stands next, C next and so on until all cars are "making up" the train. If a pupil has two cars, he can choose the spot and let the previous pupil hold his card in the correct position while he awaits the last position.

Solution #2

1. Practice in alphabetizing.

   Month of year, days of week, names of continents, planets, spelling lists.

   List of pupils arranged in alphabetical order should be in - for example - room duties.

   One or two rows of pupils arrange themselves alphabetically by first names and by last names. As variation one row takes position and each succeeding row fills in until all are in order.

   Cut magazine pictures (or draw) for each letter. Arrange in booklet form and present to kindergarten class, or local hospital or children's home.

   Arrange library books - by titles or authors.

   Pupils provide missing letters when shown a certain order ___ b ___(game form).

Solution #3

Dictionary Readiness Game

"Bean Bag Toss"

1. To get children ready to use the dictionary independently for the spelling of words in creative writing.
2. To develop facility in locating words by identifying alphabetical order.

Materials:

A set of 26 letters of the alphabet and a bean bag.

Introduction to the Class:

For the game of Bean-Bag Toss we shall need to form a circle. One child will be "it", and he will have the bean bag. He will name a letter of the alphabet and then toss the bean bag to someone in the circle. The child must name the letter which immediately follows alphabetically as he catches the bean bag. (Example I say, "h", and toss the bean bag to Mary. Mary must catch it and say "i".) If you do both, Mary, you will be "it". But if you miss either the bean bag or the word you must sit in the center. You can go back to the circle as soon as someone else misses and comes to take your place in the center.

Variations:

When mastery takes place we would try the letter preceding the one given. Oral testing may be done at their seats or it may be written. For example, the teacher or a child may say a letter (e.g., "d") and a pupil responds with the preceding one and the following letter (e.g., "c,d,e"). This response should be so automatic that it is given without hesitation.

Teacher prepared material may be written on the blackboard or duplicated for use. The following is an example:

Directions:

On the lines below, write the letter that comes before and after each of the following letters.

1. ___ b ___ 2. ___ m ___ 3. ___ y ___

Dictionary Readiness

Solution #4 Grade 4

Classifying words according to first, second and third letters in a more meaningful situation.

1. Early in the school year a pupil could get the autographs of the pupils in his row and arrange them in alphabetical order. Papers for each row could be arranged in order each day.
2. Very soon pupils could take turns using a class roster and arranging class-sets of papers in A-B-C order. The class roster lists:
   Diana Bowling, Cynthia Butler, M. Sinnen, R. Simmons

Solution #5

A Practice

Make individual picture dictionaries which include a drawing or picture illustrating a word and the word written and spelled correctly in manuscript. The dictionary can be divided with notebook dividers or alphabetized tabs pasted on the edge of the pages. This guide will help pupils become familiar with the ways in which we use the alphabet and will be a useful reference when they need to know how to spell a word.

Solution #6

Purpose: To review alphabetizing and use of the dictionary to find meanings.

Players: Teams of two.

Materials: Envelope or word cards to put in alphabetical order. Cards with questions.

Procedure: Children working in teams put words in alphabetical order. When finished, each team checks their list with an answer card. Each team completing their list correctly within the time limit scores 5 points. Teams are then given question cards. The dictionary is used to prove the answer. Team having the correct answer first scores five points.

Dictionary

Dictionary Skills

Problem #2

How to use guide words to aid in finding words and putting them in alphabetical order.

Solution #1

Finding the guide words for a specific set of words. Using the guide words to tell if a word comes before or after a particular page in the dictionary. Putting a list of words in alphabetical order.

We discussed what a guide and an entry word was and found them in the dictionary. The following chart was put on the board.

aggressive	93	air
cable	151	call
election	252	elk
guise	316	gypsy

An entry word was found on each page and the guide words pointed out. The average and fast students were given 15 words to find the guide words for. The slow learners were given only 10 words to work with. Also, to help the slow learner the page numbers where they could find the words were added to their papers. Their list looked like this:

1. ado (90)
2. calm (152)
3. block (133)
4. float (285)
5. elf (252)
6. damp (213)
7. guilt (315)
8. call (151)
9. echo (249)
10. fur (297)

They were all given five questions like this one: Would you look before or after page 93 for the word ado? They had to use the chart with guide words to find their answer. Last of all, they were to put the list of ten words in alphabetical order. Out of my seven slow learners I had 3-A's, 1-B, and 3-D's. I still had to give lots of individual help.

Solution #2

More advanced solution for problem using guide words.

Use several different pages - Use the guide words -

ex: pg. 283
flannel flaw

On this page would you expect to find the word flood? flash? flame? flavor?

Using this lesson helps children realize their word must be in alphabetical order between the guide words.

Problem #23

How to use the Key words.

Solution #1

1. List key words for pronouncing familiar words (orally or as seatwork.
2. List key words needed to sound out new words (short list on board.

3. Re-spelling of a word on board as only clue. Pupil sounds it out and writes it correctly.

gōt = goat

hōl = whole or hole

Etymology

Problem #24

How can we interest children in the history of words.

Solution #1 (Use "What's Behind a Word") (or Grade 3 AM. Book Co. book)

Begin with our own last names

1. If a man named John had a son - he might be called Johnson - How did these names come into being? Wilson, Peterson, Davidson, Dickson, Jenkinson, Jackson, Swenson, etc.

2. Sometimes a name came from where a man lived - Field, Rivers, Lake, Green.

3. Mc or Mac means son of _____ Mac Gregor (son of Gregory) MacDonald (son of Donald)

4. Sometimes people's names come from how they looked - Tallman, Strong, Small, Armstrong.

5. Sometimes names come from work - Parson, Priest, Farmer, Miller, Smith, Barber, Dyer, Baker, Shepherd.

These second names became useful and people handed them down from father to son.

Grammar

Problem #25

To introduce adjectives to slow learner group.

Solution #1

Today we are going to try a little experiment and we all have to help. Eileen will hand you a plain piece of paper to use. Now fold your paper in the middle and then fold it once more

like this. Now open it up! You have four squares. In the first square draw a box. Hold up your papers so we can see what you have drawn.

Now in the second square draw a long box. Let's see what you have now. In the third square draw a long narrow box. Show us your picture. Are any alike? Are they more alike than the first ones?

Now in our last square we will draw a long narrow, gift-wrapped box. What do you notice about our last drawing? Why is this so? (They are much alike) Yes, because we have words to tell us exactly how to make them. The words described what you were going to draw. Now let's put these into sentences on the chalkboard.

1. I draw a box.
2. I drew a long box.
3. I drew a long, narrow box.
4. I drew a long, narrow, gift-wrapped box.

What have we done? We have made a word picture, haven't we? Which sentence is most interesting? #4 - it tells us the most about the box. Where are these words fitted into our sentences? (It is before the naming word or noun-box.)

Problem #26

How can we help slow learners put nouns and verb phrases in good sentences.

Solution #1

Several children are given cards with words which form a sentence. They arrange themselves in front of the class in proper order. A volunteer who feels he has a suitable word with which to expand one of the phrases may place himself in the position he feels is correct. He tells the class what word he is and the sentence is read with the word inserted:

[The] [black] [bear] [danced.]

others may contribute to the sentence:

[The] [big] [black] [bear] [danced] [clumsily.]

Several sentences can be formed in this way until all have had an opportunity to participate. At this point they should begin to see that there are certain open points or slots where phrases can be expanded.

We can find their own written lessons of the past. Some of them put their sentences on the chalkboard for evaluation and expansion.

Dictionary

Problem #27

How can we make children realize the fact that words have several meanings, and increase their ability to choose the correct one.

Solution #1

To choose the correct dictionary definition.

Players:

Any number

Materials:

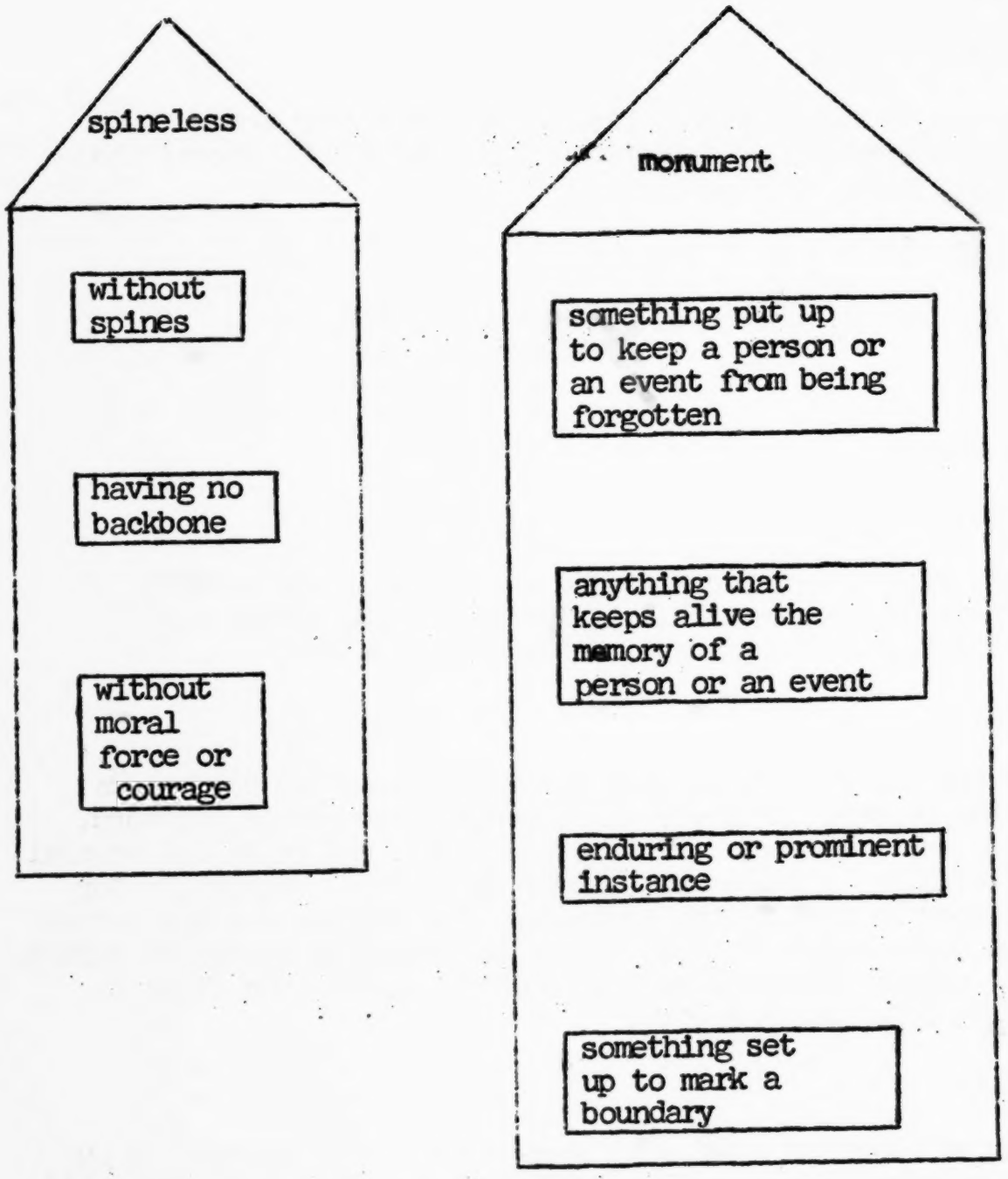
Cards with a word and sentence on the front and several definitions on the back. Different colored strips with horizontal sections numbered 10-20-30- to 100.

Procedure:

Lay the colored strips side by side. Place the word cards in the center. A player takes a card, pronounces the word, reads the sentence, turns the card over, and reads the several definitions. Others must choose the correct definition for the word as used in the sentence. The players who are correct move their disks 10 yards on the horizontally sectioned strips. If a player misses he must go back 10 yards. The first to make a 100-yard dash wins.

Solution #2

Draw an elevator shaft with open doors. Have youngsters put one meaning of the word in each doorway. Then have the child go up on the elevator to the top by using that word in a sentence that has the meaning written in the elevator doorway. Further work could be for the youngster to write the sentence by each floor in the shaft.


spineless
without spines
having no backbone
without moral force or courage
monument
something put up to keep a person or an event from being forgotten
anything that keeps alive the memory of a person or an event
enduring or prominent instance
something set up to mark a boundary

Solution #3

Each child must have paper with the difficult vocabulary words written in the squares. They also need markers to cover each word.

combine	respond	angel	nonsense
discover	enclose	angle	random
disturb	promise	rate	conclude
moment	allow	thirsty	offer

Tell the child to put a marker over the word that fits the definition given by the teacher. The teacher then calls off the definitions as in Beano games and the children cover. All definitions may be given then the teacher may help those with troublesome words. A person knows all the definitions of the words <u>if</u> all squares are covered.

Solution #4

Use dictionaries -

Have several sentences on board with one underlined word.
Ex. We stopped at a <u>cafe</u> at noon.

The children look up the underlined word and substitute a word from the definition.

This makes a good oral lesson. It could also be used for written work.